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ABSTRACT

In this report considerations concerning the re-structuring of the Department of Community Colleges of the State Board of Education of North Carolina are reviewed. The report covers delineation of the philosophy, goals, and functions of the organization, discussions of the earlier organizational structure and the priorities and challenges leading to its reorganization, as well as the actual reorganization itself. New organization charts are presented and contrasted with the older ones along with job descriptions for positions accompanying the new organization. (AL)

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REORGANIZING FOR THE SECOND DECADE:

DEPARTMENT OF COMMUNITY COLLEGES

of the

STATE BOARD OF EDUCATION
of
NORTH CAROLINA

by
Ben E. Fountain, Jr., State President

Introduction by
Dr. Louis W. Bender
Florida State University

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UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

PREFACE

Administrative structures often evolve in a haphazard manner as a consequence of organizational efforts to respond to immediate circumstances as well as unforeseen crises. Organizational thought, particularly that dealing with state-level coordination of higher education, has been a relatively recent phenomenon. Frequently, the absence of relating theory to practice has been a result of the pressures of daily responsibilities, the absence of time or opportunity for leaders to step back from the day-to-day problems in order to examine the question of whether the organization, its structure and procedures, its responsibility and authority, and its participants are effectively obtaining the desired goals and objectives.

Good management practice requires constant evaluation of the effectiveness of an organization, its decision-making process, and its relationship to its constituencies. In the report which follows, the result of a comprehensive analysis of the present and future organizational requirements for the Department of Community Colleges for North Carolina is presented. Dr. Ben E. Fountain, Jr. assumed office as the new director in January of 1971. With the cooperation and assistance of his predecessor, Dr. I. E. Ready who had retired, the new director undertook an overall evaluation of the relationship of the state agency to its

constituent institutions and its various publics. He turned to the FSU/UF Center for State and Regional Leadership for an in-service grant as part of the program supported by a W. K. Kellogg Grant which would enable him to spend time at the two universities examining the literature and relevant reference research preparatory to an organized statewide effort to restructure the North Carolina Department of Community Colleges. The process and procedures as well as the results should be helpful to other states considering the effectiveness of their organizational structure in achieving the community college education goals for their state.

Florida State University and the University of Florida received a four-year grant from the W. K. Kellogg Foundation to foster the improvement of state agencies directly or indirectly responsible for the development of community junior college education. In-service grants are available for state agency officials to undertake short-term indepth study of problems or issues related to community/junior college education. In addition, preservice fellowships are available through the program for qualified applicants for doctoral studies leading to careers at state, regional, or national organizations or agencies.

The Center for State and Regional Leadership is operated as a joint cooperative project by the Department of Higher Education, Florida State University and the Institute for Higher Education, University of Florida. The directors of the Center are Dr. Louis W. Bender, Florida State University, and Dr. James L. Wattenbarger, University of Florida.

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INTRODUCTION

Organizations are composed of structure, people, formal and informal relationships, responsibility and authority, and purpose. At the same time, organization is a process whereby the collective efforts of individuals are directed toward the obtainment of specific objectives or purposes. Since organizations are made up of individuals, they are prone to exhibit many of the characteristics of a corporate personality with the potential for growth and development, modification and flexibility, or rigidity, rigor mortis, or senility.

The literature on the theory of organizations has grown constantly during the past decade. Attention to business and industrial organizations preceded an analysis of the nature and scope of organizations within higher education. Study of governmental organizations, volunteer organizations, and other non-profit oriented organizations revealed the necessity to examine organizational purposes, structures, and operations with attention recently focused upon various organizational models for achieving desired goals. The task is not as simple as it might first appear. Analysis and understanding of such important considerations as power and authority, communications, inter-human relationships, goal setting and goal measurement, as well as leadership functions cannot be examined in a vacuum. The context of society's values, attitudes and priorities

often dictate the parameters within which an organization functions and thereby influences its very nature. This external setting must be taken into account and given appropriate consideration when attempting to move an existing organization from one operational setting to another. Too often efforts are made to reorganize an organization based on inadequate information or understanding of its characteristics. There is within any formal organization lines of authority, reporting procedures, and established centers for accountability. At the same time, however, in the same organizational structure there is an informal type of organization. This informal organization has lines of communication, power relationships, and significant influence upon the formal structure. Any attempt to reorganize an agency must include both formal and informal characteristics in order to be successful.

Finally, organizational structure cannot be modified by a simple reclassification of personnel and a redefinition of job descriptions. The goals of the institution must be clearly delineated and the tasks must be appropriately identified for those expected to work toward the organizational goals. Reorganization of an existing structure requires keen sensitivity to human nature and human inter-action. It requires involving those who will be affected by any proposed change or modification. Efforts to reorganize cannot be simply the redrawing of lines between boxes on an organization chart.

In the report which follows, we can see some of the considerations which have gone into a re-structuring of an existing agency charged with the responsibility for community colleges in the State of North Carolina. As the concluding paragraph of that report notes, on-going efforts to delineate clearly the philosophy, goals, and functions of the organization will become the basis for subsequent organizational modification and re-direction.

Louis W. Bender
Professor of Higher Education

THE SECOND DECADE FOR THE DEPARTMENT OF COMMUNITY COLLEGES OF THE STATE BOARD OF EDUCATION OF NORTH CAROLINA

THE SETTING

The North Carolina System of Technical Institutes and Community Colleges as it exists in 1972 originated in the later 1950's. In 1957-58 several industrial education centers were founded by the State Board of Education to provide job training for the industrialization effort receiving major emphasis in the state. The first state statute authorizing creation of community two-year colleges, was passed by the legislature in 1957. Pursuant to that legislation five liberal arts junior colleges were created under the coordination of the Board of Higher Education.

The 1963 General Assembly acting upon the recommendations of a commission which studied the post-secondary education problems in North Carolina brought together under the governance of the State Board of Education the budding junior colleges and industrial education centers. The enabling legislation, popularly known as the "1963 Community College Act" provided among other things that there would be established a system of industrial education centers, technical institutes, and community colleges and that the institutions would offer comprehensive programs of education. The law

authorized the State Board of Education to establish a department "...to provide state-level administration under the direction of the Board..." The Act specified that the new system of educational institutions be operated separately from the free public school system also governed by the State Board of Education.

The department exercised the classic roles of leadership, coordination, service and control of the institutions during the ensuing decade. In the early years of the system the department practically operated as well as founded institutions. As many of the original institutions developed and matured into stable organizations with competent and experienced trustees and personnel, the need for state-level control and close supervision began to lessen.

Strong and successful efforts were made by the presidents to "loosen the apron strings" between the state and local institutions in the mid 1960's. Formula budgeting for institutions was initiated along with wide discretion for local trustees boards and presidents to deploy state funds to serve the locally determined educational needs of recent high school graduates and adults. Over the period of the late 1960's state financial support inequities among institutions were gradually removed in the areas of operation, construction, libraries and equipment. The Presidents' Association became an effective forum for consideration of policy matters. An association of local trustees was founded. The statutory Community College Advisory Council moved away from advising on such concerns as

curricula, transfer of students and general policies to developing a program of evaluation of institutions and recommending state-level budget appropriations. The State Board of Education and the department produced an effective body of written policy and administrative procedures for consistent governance and operation of the institutions. The department's role gradually began to move away from curriculum production and other operational approaches for the technical institutes and community colleges (from which industrial education centers evolved), to consultative services along with a general lessening of day-to-day supervision and control for the institutions.

The accomplishments of the period 1957-1971 by the State Board of Education were many. Fifty-six technical institutes and community colleges were founded and are now at various stages of development and maturity. Some four-hundred thousand North Carolina citizens will take one or more courses in the system in 1971-72. Perhaps the greatest achievement of the first decade was making a reality of the concept of total education for adults in comprehensive institutions offering liberal arts, technical, vocational, community service and a broad range of continuing education programs. Table I shows some significant indices of growth from 1963-64 to 1971-72. Table II depicts the success of the department and the State Board of Education in making the comprehensive program approach a reality in post-secondary community education institutions.

TABLE I

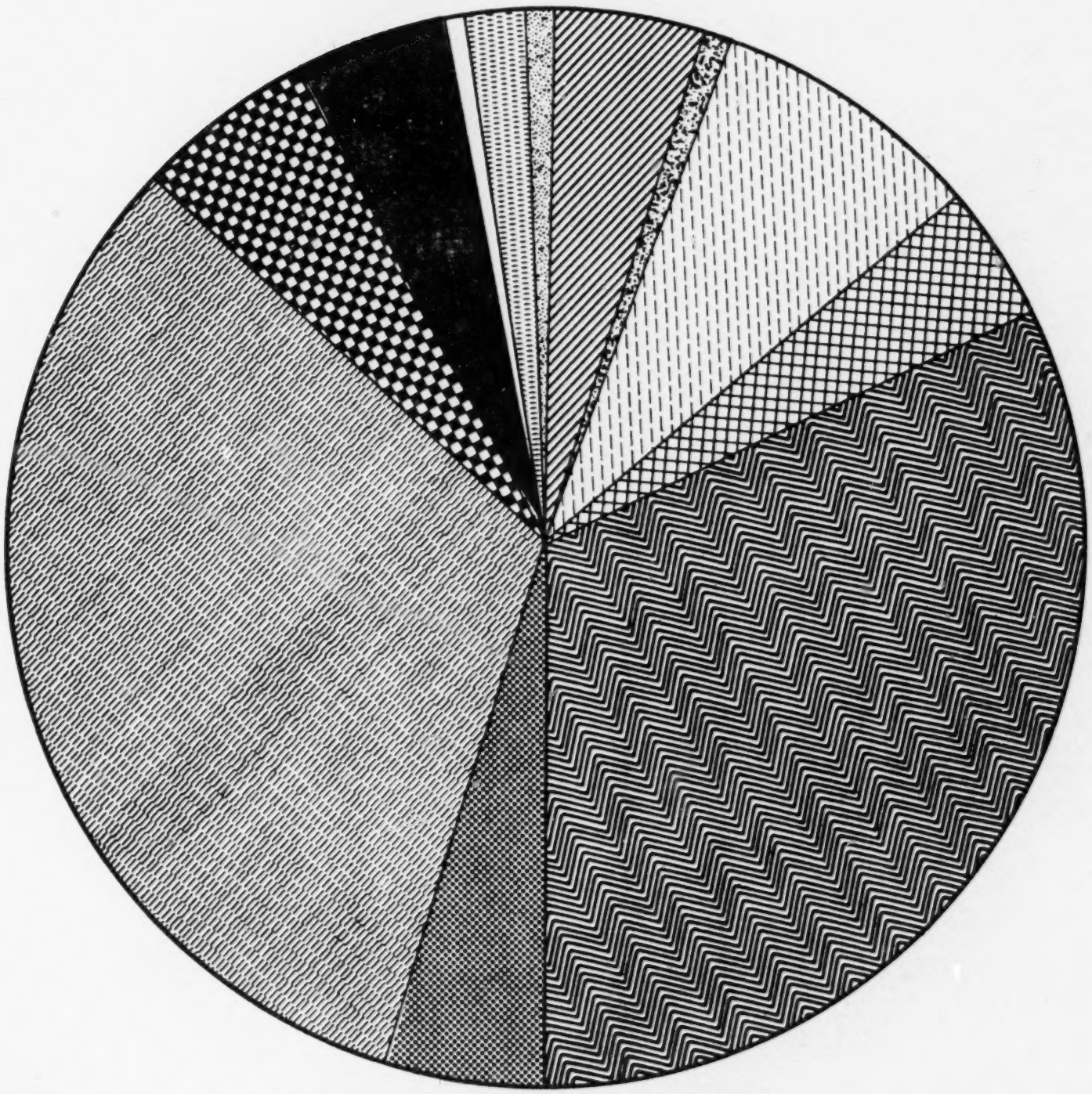
Growth of the Community
College System 1963-64 -- 1971-72

	Institutions	% *	Institutional Positions	% *	Students	% *	Departmental Positions	% *
1963-64	24		520		52,870		85	
1964-65	26	8	743	43	79,117	50	97	14
1965-66	31	19	1132	52	151,200	91	113	16
1966-67	43	39	1540	36	166,033	9	114	1
1967-68	50	16	2226	45	189,276	14	125	10
1968-69	50	0	2671	20	240,851	27	133	6
1969-70	54	8	3185	19	293,602	22	142	7
1970-71	54	0	3608	13	358,014	22	151	6
1971-72	56	4	4363	21	397,000	10	151	0
TOTAL (1971-72 over 1963-64)		133		739		650		77

*Percent growth over previous year

TABLE II

ENROLLMENT BY PROGRAM 1970-71



PROGRAM	STUDENTS	PERCENT	PROGRAM	STUDENTS	PERCENT
College Transfer	17,371	4.8%	General Adult	115,132	32.1%
General Education	1,419	0.4%	Learning Laboratory	20,418	5.7%
Technical	28,953	8.1%	Adult Basic Education	16,157	4.5%
Vocational	15,233	4.3%	MDTA	2,399	0.7%
Occupational Extension	116,361	32.5%	New Industry	5,343	1.5%
Adult High School	16,095	4.5%	Self-Supporting	3,133	0.9%
			TOTAL	358,014	100.0%

SOME MAJOR CHALLENGES

Despite the mushrooming growth and the success of the comprehensive institutions plus the evolution of the department's role and operating approaches, much remained to be done in 1971 and beyond to bring all the institutions to their potentials in service to North Carolina citizens.

Two new technical institutes were chartered in 1971. Approximately one-third of the institutions were fairly well developed although not one was matured. Approximately another third of the 56 schools were making satisfactory progress. The remaining one-third was either new or seemed to be stalled, chiefly because of the failure of the General Assembly to appropriate construction funds for a four-year period 1967-71. Without state building funds there was little incentive for the county tax levying authorities to provide matching funds from local tax sources. Consequently, many established institutions continued to operate in abandoned schools, hospitals, prisons, and a variety of other makeshift facilities.

A second major local financing problem confronted many of the institutions in the second decade of existence of the system. Fifteen technical institutes were "contracted" rather than "chartered" institutions. The contracted

institutions received local funds through their respective county boards of education. Although each such technical institute had a board of trustees and the county school boards were generally strongly supportive of the technical institutes, the Southern Association of Colleges and Schools ruled that the contracted institutions did not meet their test of autonomy. State financing was not adversely affected, but failure to achieve recognition by the regional accrediting agency denied the contracted technical institutes eligibility for certain federal programs for construction funds and jeopardized other federal fiscal support.

A third area of major concern was the requirement in the 1963 legislation that most institutions (a few were exempted under a "grandfather clause") must have successful local tax authorization elections in order to receive direct local funding from ad valorem taxes. Most institutions had reached the maximum authorized levels for property taxes in 1971 and were turning to other resources to fund adequately the required local support. Although many boards of commissioners were willing to supplement the ad valorem taxes from other county revenues, the question of local support for most institutions was becoming critical.

A fourth challenge was the building of a "team" of local trustees and presidents to support effectively a legislative program. The General Assembly was scheduled to convene in regular session in February of 1971, about one month after the new director of the department assumed office. In addition to appropriations for the system, other significant questions

to be considered by the General Assembly, and possibly adversely affecting the technical institutes and community colleges, were reorganization of state government, reorganization of the public university systems, and proposed major increases in tuition charges in publicly supported post-secondary education.

The fifth major question facing the director in January of 1971 was that of reorganization of the Department of Community Colleges. Corollary questions included the following: Would changes damage or improve an organization that obviously had an outstanding record of success? How could the department facilitate creative activity and decision-making at the institutional level? What functions now being carried on by the department could be better performed by maturing institutions? What functions should the department strengthen or add that would be of service to the institutions? What could be done to enable the department to retain able personnel and add new competent personnel without major changes in the department? How could the institution presidents be convinced that the roles of the department were changing from institutional establishment, operation and supervision to roles of support, consultations and as a catalyst for system-wide decision-making and leadership?

A MATTER OF PRIORITIES

Following a brief period of consultation with State Board of Education leaders, the retired director, presidents of institutions and others, and

recognizing the convening of the North Carolina legislature shortly after the new director assumed office in January of 1971, the question of reorganization of the department was subordinated to the above reviewed and other pressing problems. The period of waiting before attempting reorganization afforded the new director an opportunity to observe the department at work and to study counterpart organizations in other states.

In the meantime as the months passed, the presidents, local trustees, state board and department personnel with the general support of the Governor convinced the legislature to take action to make the institutions more effective in serving the needs of the citizens. Boards of county commissioners were empowered by an amendment to the "1963 Community College Act" to provide local fiscal support from ad valorem taxes without referenda. The "contracted" technical institutes were chartered and separated from the county boards of education. Many began to receive immediate recognition by the Southern Association of Colleges and Schools which removed blocks to federal funding. An appropriation of $3,150,000 by the legislature for state matching stimulated many of the counties of new and "stalled" institutions to provide local construction funds by current levies and bond issues. In-state tuition charges were held at their current levels. The sweeping reorganization of state government legislation passed in the regular legislative session and the broad reorganization of university institutions in a later special session continued the system of technical institute and community college institutions and the Department of Community Colleges under the governance of the stable and

powerful State Board of Education. The State Board of Education reaffirmed that the director of the department would report directly to the board.

The conclusion of the two legislative sessions in July and October of 1971, freed the director to turn more attention to the delayed priority of considering internal operation and organization of the Department of Community Colleges.

PREPARING FOR REORGANIZATION

Some Reorganization Goals

Although the reorganization of the Department of Community Colleges was subordinated for a time to other concerns, intermittent progress was made throughout 1971. The goals to be achieved were as follows:

1. Re-direction of the department from the original primary purposes of founding, creating programs of instruction for and closely supervising institutions to the major purpose of state-level system leadership founded on consensus developed by the institutions;

2. Enabling the department to serve as a catalyst in developing institutional leadership in administration, curriculum development and improvement, instruction and other services to students;

3. Strengthening of the research, planning and information functions of the department without increasing the total number of department personnel;

4. Improving communication among institution, department, and other State Board of Education personnel;

5. Defining functional leadership responsibilities in order to facilitate coordination of department and system-wide operations.

Activities Leading to Reorganization

In addition to observing the functioning of the department as a former community college president and as the new director, several actions were taken in 1971 in preparation for reorganization. They were:

1. With the assistance of the "State Level Leadership Project" sponsored by the W. K. Kellogg Foundation through Florida State University and the University of Florida, time and resources were made available for visits to other state departments, for consultation with other state directors, study under the guidance of university higher education specialists and for selected readings in the areas of management and organization of higher education;

2. Written proposals for reorganization were solicited and received from all division heads in the department;

3. Other department personnel, including the retired director who upon request had agreed to serve as a consultant for a time after his retirement, made written and oral suggestions for reorganizing;

4. Conferences were held with and written suggestions received from the North Carolina Department of State personnel;

5. Suggestions came from presidents and others in the technical institutes and community colleges;

6. The first of several department-institution task forces to study department services to institutions was set to work in the area of library book and other instructional media processing (over 500,000 books have been processed for the institutions by the department since 1962).

SOME SIGNIFICANT FINDINGS AND CONCLUSIONS

As the year 1971 neared an end the following facts and concerns about the department became apparent:

1. Educational professionals' salaries appeared to be unduly low in relation to their responsibilities and the expectations of the department by the institutions and other state agencies.

2. The educational personnel were hampered by the fact that only one secretarial position in the department had a state personnel classification of Stenographer III, less than 1% of total secretarial personnel in the department, as compared with 22% throughout state government.

3. The department had lost key personnel to other state agencies, other states, and to institutions (only the early 1970's tightened job market and hope for improvement under the pending reorganization slowed the flight of personnel).

4. Many personnel had no service experience in institutions and only one had completed doctoral studies.

5. The department grew from 14 personnel in 1964-65 to 151 in 1971 and no major reorganization had been made in recent years.

6. The number of institutions had grown from 24 in 1963 to 56 in 1971.

7. The number of state funded positions in institutions grew from 520 in 1963 to 4363 in 1971 (739% growth).

8. The student enrollment (headcount) grew from 52,870 in 1963 to 397,000 in 1971 (650% growth).

9. Presidents, trustees and other personnel in institutions desired improved means for system-wide participation in curriculum development, state appropriations requests, and policy-making by the State Board of Education.

10. The department needed strengthening in order to be more effective in coordinating the technical institute and community college system with the public school system and the recently reorganized system of senior and graduate universities.

11. Management information for planning and reporting at local as well as state levels needed to be improved and the compilation and delivery of data needed to be quickened.

12. Many of the general public as well as many legislators still misunderstood the nature and potential of the comprehensive programs offered by the system.

13. Local, state, regional, and national demands on the director for ceremonial as well as professional representations were practically impossible to satisfy.

14. New personnel in particular in the institutions found it difficult to identify readily their state-level counterparts.

15. Professional organizations of personnel within the system such as business managers and deans of student personnel were requesting more state-level leadership and support.

16. Many department personnel were frustrated by the limited opportunity for advancement within the department and would welcome new challenges as well as greater opportunities for service and professional growth.

17. An "anchor man" was needed to coordinate and stabilize internal department operations.

The review of the department revealed many strengths within the organization which obviously should be preserved in any reorganization. The strengths were so many and varied that a complete listing is not practical. Some of the more significant include:

1. A justly earned feeling of accomplishment by department personnel in helping to create a system of 56 institutions which in a decade was serving hundreds of thousands of citizens;

2. Skill in working effectively with presidents and other institution personnel, with other state and federal agency personnel and in exercising sound judgment in solving problems;

3. A high degree of intra-department cooperation and a minimum of professional jealousy;

4. A thorough understanding of and dedication to the "open door" philosophy of total education.

REORGANIZATION UNDERWAY

By late fall of 1971 after several plans were prepared and revised, a proposed chart of organization was developed. The plan was reviewed by the chairman of the State Board of Education, the chairman of the Community College Committee of the Board, key department officials, and several presidents of institutions. Amendments were made and a draft committed to duplication. Representatives of the State Department of Personnel and the Governor were briefed. Necessary fiscal changes were drafted to regroup resources to provide for job reclassifications and the changing emphasis in department functions.

At the December 10 regular meeting of the State Board of Education, the budget changes and chart of organization were approved following some discussion. The reorganization was made effective January 1, 1972. The state president, formerly director, was authorized to make further changes as needed and to take steps to effect the plans.

In the days following board approval, job descriptions were written for the deans and vice-presidents and the upgraded secretarial positions. The department staff members and institution personnel were informed of the reorganization.

The paper work for the reorganization of the department was submitted to the State Budget Division and State Personnel Department of the Department of Administration in late December of 1971.

Several conferences and meetings were held in the months following. Late in the month of March, final decisions were made by Personnel, Budget, and Administration people on the matters of funding, positions to be established and deleted, and job classifications. The proposed plan of organization of the Department of Community Colleges was practically unchanged by those agencies. Significant changes were mandated by Personnel, Budget, and Administration officials in the proposed budgetary arrangements and job classifications for the Department of Community Colleges.

THE PLAN OF ORGANIZATION

Table III is the chart of organization of the department as of January 1, 1971. Table IV is the chart submitted to and approved by the State Board of Education to become effective on January 1, 1972.

SOME NOTES OF EXPLANATION ON TABLE IV

1. The Associations of Presidents and Trustees are officially designated as advisory bodies.

2. The Controller serves as the fiscal agent of the State Board for the Department of Community Colleges and the Department of Public Instruction (not shown).

3. The title of State President was selected as a parallel to the title State Superintendent of Public Instruction and to the President, chief executive officer, of the new Board of Governors of the separately reorganized university system. The State President is the chief executive officer of the State Board of Education for the Department of Community

TABLE III

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

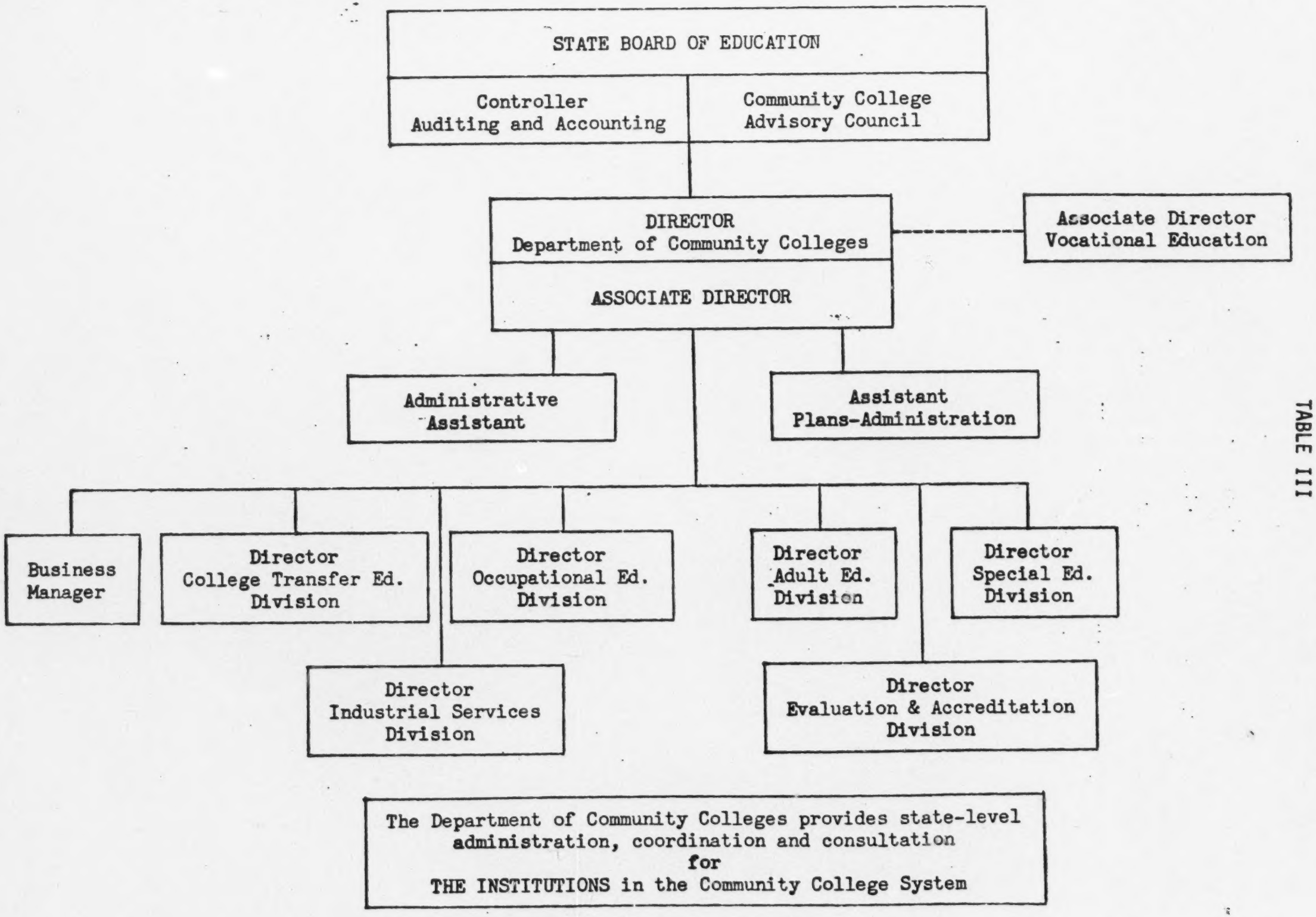
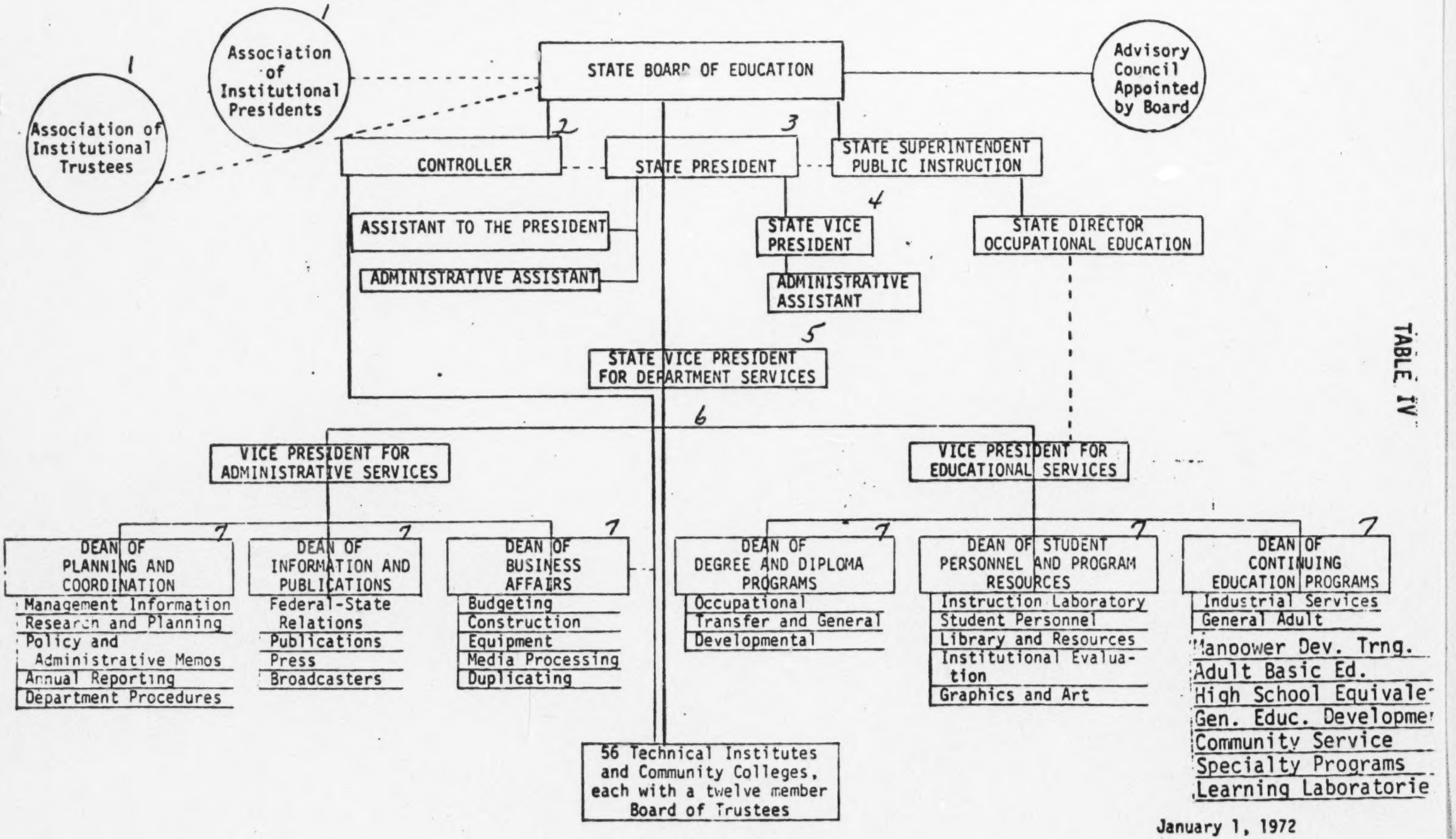


CHART OF ORGANIZATION OF NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

"Chapter 115A-3., General Statutes of North Carolina: The State Board of Education is authorized to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the State. ..."



January 1, 1972

Colleges and for the state-level administration of the system of institutions under the direction of the board.

4. The staff position State Vice-President is designed to extend the office of State President in such areas as local trustee training and relations, grants development, ceremonial functions, and in local, state, regional, and national educational and governmental affairs.

5. The position of State Vice-President is "second-in-command." The on-going duties primarily include management of internal department affairs as well as serving as an "anchor man" for the State President.

6. The lines are shown <u>through</u> the several officers to indicate free access and open communications among all boards, institutions, levels of responsibility, and areas of operations. The idea is to avoid the strict "chain of command" philosophy of organization.

7. The deans are to serve as educational leaders not only in their respective areas of responsibility in the department but throughout the system with their counterparts in the institutions. The areas headed by the deans are to be organized by them in the second phase of the department reorganization. Current functions under deans as now listed may be deleted, modified, or moved, and new functions may be added as the second phase is completed.

8. A strong attempt was made to develop an organization that would be similar to that of the technical institutes and community colleges. The intent was to enable a person at an institution to locate at a glance his counterpart at the department.

Every staff member is to serve as a consultant in his field(s) of competence regardless of his "chart assignment." Department personnel are to be staff to associations of institutional personnel as required. All department members are to serve as "rallying points" for personnel in institutions. The department should become the catalyst for personnel in institutions in solving state-wide problems and in developing leadership and expertise within the institutions.

NEW JOB DESCRIPTIONS

Position Title

State President

General Nature of Responsibilities

This is a professional executive officer position. The employee is directly responsible and reports to the State Board of Education. He is the chief executive officer of the Department of Community Colleges which is established to provide state-level administration for the system of technical institutes and community colleges.

State Board of Education responsibilities of the State President include:

1. keeping the Board members informed on all matters pertaining to the Department and the system of technical institutes and community colleges;

2. planning the proposed Board meeting agenda for the Department, technical institutes and community colleges;

3. recommending planning, policy and action matters to the Board pertaining to technical institutes and community colleges;

4. working cooperatively with the State Superintendent of Public Instruction and Controller who also report to the Board;

5. organizing and managing the Department of Community Colleges;

6. carrying out the philosophy, policy, actions, and instructions of the Board that pertain to technical institutes and community colleges.

Other responsibilities include developing cooperative relationships with other educational systems; representing and interpreting the Department and system in internationl, national, regional, state and local educational affairs; and fostering participation by Presidents, trustees and others in matters pertaining to the system of institutions.

Position Title

State Vice President for Department Services

General Nature of Responsibilities

This is a professional executive officer position. The employee is directly responsible to the State President of the Community College System and has professional executive responsibilities directly related to the functional responsibilities of institution presidents, vice presidents for educational services, deans of instruction, and business managers of institutions of the North Carolina Community College System. This officer is second-in-command to the President.

Internal departmental responsibilities include executive oversight, direction, review, evaluation, decision-making, and recommendations to the State President. This office coordinates all departmental activities and programs and supportive services to institutions. He provides consultation and counseling to other vice presidents and deans with regard to their programs, operations, and services; reviews and evaluates plans and programs and performance; coordinates policy development, interprets policies subject to the approval of the President; provides legal advice and drafts legal documents for the President subject to the approval of the Attorney General; represents the President in his absence and in all such matters as the President may delegate to him on a continuing basis in respect to departmental supervision and direction. The State Vice President for Department Services issues directives as required.

The responsibilities of the State Vice Presidnet for Department Services are primarily internal and are coordinated with the responsibilities of the State Vice President by the State President who defines the scope of their respective responsibilities. However, the State Vice President for Department Services assists the President in handling day to day consultation with and advice to institution presidents and other appropriate institutional officials; relations with other agencies, organizations, and individuals having business or other relationships with the Department of Community Colleges. The duties of the State Vice President for Department Services are communicative, interpretive, consultative, coordinative, advisory, executive assisting, and executive directing.

The effective and wise exercise of professional leadership is the highest test of competence for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance, by the quality of services performed for institutions by the department, and by the in-service training programs he and the department staff provide for institutional personnel.

Position Title

Assistant to the State President

General Nature of Responsibilities

This is an administrative staff position. The employee is directly responsible to the State President as an assistant and expediter of the President's day to day executive activities, communications, decisions, and for handling special assignments and matters of protocol.

Specific Duties

The following items are illustrative of the duties of the Assistant to the President:

1. Coordinates preparation of the agenda and supporting documents for State Board meetings and for other meetings in which the President has a major role or over which the President presides.

2. Reviews official minutes of such meetings for correctness and directs distribution of the minutes to appropriate persons together with any necessary explanatory information.

3. Coordinates executive activities of the President, handling day to day details of executive administration under oral instructions of the President and special administrative assignments.

4. Attends to all matters of protocol for the President.

5. Assists the President by handling informational interviews, pre-interview or post-interview conferences with visitors and callers of the President in order to minimize their time requirements upon the President himself and screening out those who can be served by the Assistant or another official of the Department.

6. Briefs the President daily upon pending activities requiring his personal participation or his delegation of a special representative and provides background research or informational briefing to the President or designated representative relative to such occasions or activities.

7. Drafts summaries and other informational reviews of documents, materials, or other information believed to be of interest to the President, calling to his attention the original sources and giving evaluative notations of the significance of such items.

8. Serves as special representative of the President on occasions and for special purposes as designated by the President.

9. Arranges and coordinates in-service training programs for secretarial, technical and clerical personnel of the Department.

10. Administers and supervises Department space allocation, utilization, and conveniences including assignment of parking spaces.

11. Assists as a participant on institutional evaluation teams and institutional administrative management in-service training task forces.

Position Title

Administrative Assistant to the State President

General Nature of Responsibilities

This is a professional administrative and managerial position responsible directly to the State President, or State Vice President in the absence of the State President.

Specific Duties

1. Coordinates the executive communications, appointments, and activities of the State President; handles the executive appointments schedule, conference agendas, travel arrangements, reservations, and itinerary.

2. Assists in editorial research and directs the production in proper form of presentations, reports, and other documents prepared by or for the use of the State President.

3. Assembles portable files for ready reference of the State President at conferences and frequently acts as staff aide to the State President at such conferences.

4. Makes work assignments and schedules for clerical and technical assistants serving the State President, gives them supervision, and reviews their work for accuracy, quality and completeness.

5. Assists the State President by handling informational pre-interviews, interviews, or post interview follow-up of visitors and callers in order to minimize their time requirements upon the State President himself and by screening those who can best be served by another officer or administrator.

6. Briefs the State President daily upon pending matters or activities requiring his immediate or early personal attention or participation or his delegation of a representative to handle the matter, reports any special problems or matters of concern relating to the

office work; offers oral suggestions and written ideas or special memoranda for consideration and requests any special instructions or assignments from the State President.

7. Assumes responsibility for seeing that the office files and looseleaf manuals are established, properly organized, maintained, and updated, and periodically purged or prepared to be retired and transferred to the State Records Center by the Department records security officer.

8. Assumes responsibility for seeing that office equipment and supplies are maintained in safety, adequate quantity, usable condition, and good repair.

9. Endeavors to keep the work of the office and the conferences and communications of the State President moving on schedule.

10. Assumes responsibility for coordinating the office schedule so that staff assistance is constantly at hand to assist the State President when he is in his office.

11. Assumes responsibility for the functioning of the office in the absence of the State President.

12. Handles all matters of office protocol and standard administrative procedures.

13. Attends meetings or conferences for the State President, reads messages or speeches for him, takes notes or messages for him.

14. Maintains liaison for the State President with the Vice Presidents, Deans, and other appropriate officials.

Position Title

State Vice President

General Nature of Responsibilities

This is a professional executive officer position. The employee is directly responsible to the State President of the Community College System and has professional executive responsibilities directly related to

1. development and coordination of training programs for institutional trustees;

2. development and coordination of training programs for institutional local occupational training program advisory committees and councils;

3. organizing and presiding evaluation teams and task forces for institution evaluation and program evaluations;

4. representing the State President in Federal-State relations concerning cooperative programs for education and manpower training;

5. counseling on institution planning and facilities development;

6. counseling on procurement of private and governmental grants and on student aid procurement;

7. representing the State President and the Department of Community Colleges at ceremonial activities.

The duties of the State Vice President are largely external to the department and are communicative, interpretive, consultative, coordinative, advisory, executive assisting, and executive directing. The State Vice President issues directives only after consultation with an approval of the State President.

The effective and wise exercise of professional leadership is the highest test of competence for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance, and by the in-service training he provides for institution trustees, local occupational advisory committees and councils and for other appropriate personnel in the institutions or among community citizen groups or leaders having cooperative relationships with the institutions.

Position Title

Administrative Assistant to the State Vice President

General Nature of Responsibilities

This is a professional administrative and managerial position responsible directly to the President or Vice President.

Specific Duties

1. Coordinates the executive communications, appointments, and activities of the State Vice President; handles the executive appointments schedule, conference agendas, travel arrangements, reservations, and itinerary.

2. Assists in editorial research and directs the production in proper form of presentations, reports, and other documents prepared by or for the use of the State Vice President.

3. Assembles portable files for ready reference of the Vice President at conferences and frequently acts as staff aide to the Vice President at such conferences.

4. Makes work assignments and schedules for clerical and technical assistants serving the State Vice President, gives them supervision, and reviews their work for accuracy, quality and completeness.

5. Assists the State Vice President by handling informational pre-interviews, interviews, or post interview follow-up of visitors and callers in order to minimize their time requirements upon the State Vice President himself and by screening those who can best be served by another officer or administrator.

6. Briefs the State Vice President daily upon pending matters or activities requiring his immediate or early personal attention or participation or his delegation of a representative to handle the matter, reports any special problems or matters of concern relating to the office work; offers oral suggestions and written ideas or special memoranda for consideration and requests any special instructions or assignments from the State Vice President.

7. Assumes responsibility for seeing that the office files and looseleaf manuals are established, properly organized, maintained, and updated, and periodically purged or prepared to be retired and transferred to the State Records Center by the Department records security officer.

8. Assumes responsibility for seeing that office equipment and supplies are maintained in safety, adequate quantity, usable condition, and good repair.

9. Endeavors to keep the work of the office and the conferences and communications of the State Vice President moving on schedule.

10. Assumes responsibility for coordinating the office schedule so that staff assistance is constantly at hand to assist the Vice President when he is in his office.

11. Assumes responsibility for the functioning of the office in the absence of the State Vice President.

12. Handles all matters of office protocol and standard administrative procedures.

13. Attends meetings or conferences for the State Vice President, reads messages or speeches for him, takes notes or messages for him.

14. Maintains liaison for the Vice President with the State President and other appropriate officials.

Position Title

Vice President for Educational Services

General Nature of Responsibilities

This is a professional executive officer position. The employee is directly responsible to the State Vice President for Department Services and has professional executive responsibilities directly related to the functional responsibilities of vice presidents for educational services and deans of instruction in institutions of the North Carolina Community College System.

Internal Departmental responsibilities include executive leadership and oversight, direction, review, evaluation, and recommendations to higher authority with respect to all functions, programs, activities, and services administered by or through the Dean of Degree and Diploma Programs, the Dean of Student Personnel and Program Resources, and the Dean of Continuing Education Programs. The Vice President for Educational Services also defines the scope of the functions administered by each of these Deans and coordinates their functional assignments, activities, and duties consistent with State law, State Board of Education and other standards, policies, and regulations.

External institutional and other agency responsibilities of the employee are consultative, coordinative, communicative, advisory, executive assisting, and executive directing.

The effective and judicious exercise of professional leadership is the highest test of competency for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance and by the in-service training provided for related institutional officers.

Position Title

Dean of Degree and Diploma Programs

General Nature of Responsibilities

This is a professional staff position. The employee is directly responsible to the Vice President for Educational Services and has executive professional responsibility directly related to specific functional areas of the institution operations as well as administrative responsibility over State level supportive services related to those functional areas.

Internal Departmental responsibilities include executive assisting and staff advisory functions and also administrative and management functions within his supportive services area. Due to the nature of the service programs assigned to this Dean, very close working relationships must be maintained with the Dean of Planning and Coordination.

External institutional and other agency responsibilities of the employee are executive, communicative, consultative, coordinative staff assisting and advisory in nature. The effective and judicious exercise of professional leadership is the highest test of competency for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance and by the in-service training provided for related institutional personnel. Nevertheless, additional executive authority will be delegated as the need is determined in consultation with the Vice Presidents and the President.

Specific Duties

The following items are illustrative of the duties of the Dean of Degree and Diploma Programs.

This Dean is directly responsible to the Vice President for Educational Services and has responsibility for Departmental leadership and oversight and for administrative, consultative, advisory and training services to institutions of the Community College System and to related State, Federal, and other relevant officials, agencies and institutions in all matters related to degree and diploma programs in:

A. Occupational Training.
B. Academic education through the first two years of college work.
C. General education leading to Associate Degree.
D. Developmental education allied with or preparatory for the above programs of education and training degree and diploma programs.

Activities also include the following types of service:

1. Maintaining close consultative relationships with deans or directors at community college system institutions whose functions parallel or are related to the functional areas assigned to this employee.

2. Supervises and coordinates the development of the State plan dealing with post-secondary education and preparation of the necessary documentation of reports on State activities to the Federal and Regional Office of Health, Education, and Welfare.

3. Supervise and serve as project leader of special Federal projects; assist in preparing project budget requests; assist in recruiting, screening, and selecting applicants for project positions; process the necessary personnel forms; recommend the distribution of project funds; prepare status and final project reports.

4. Advises, consults, and makes recommendations of organization, instructional methods, techniques, procedures, equipment and materials to be utilized in the orderly development

and implementation of instructional programs leading to degrees or diplomas or preparatory developmental studies.

5. Coordinates and assists in supervising experimental educational and training programs, makes recommendations and evaluations with respect to experimental programs and projects.

6. Assists in representing the Department at meetings, conferences, workshops, and seminars which have bearing upon degree and diploma programs, developmental studies, or manpower training resources.

7. Coordinates the development of evaluation and operational standards for courses, for instruction, and personnel performance in the institutions of the Community College System as these relate to degree and diploma programs or to developmental studies.

8. Assist in planning and organizing inter-institutional conferences, workshops, and seminars and in-service training programs for institutional personnel.

9. Provides leadership and consultative services in curriculum development, review of curriculum proposals, and makes recommendations concerning curricular matters relating to the degree and diploma programs or developmental studies.

10. Assists in the development of policy proposals and administrative directives relating to degree and diploma programs or developmental studies.

11. Works with the deans of four-year colleges and universities for the purpose of developing guidelines for the contractual general education programs and makes recommendations to the Vice President for Educational Services concerning these or any other contracts relating to any program of instruction in the area of degree and diploma curriculums or in relation to developmental studies.

12. Advises deans of instruction and other appropriate personnel in institutions concerning pertinent laws, rules, regulations, and policies that have been adopted

and concerning any interpretations which have been issued by higher authority.

13. Conducts studies and makes recommendations concerning need for new instructional programs or termination of existing instructional programs at the respective institutions of the Community College System.

14. Consults with institutional deans and other appropriate officials concerning standards of faculty training, teaching standards, and staffing needs pertinent to degree and diploma programs and programs of developmental studies.

15. Assists the Vice President for Educational Services in representing the Department on appropriate committees, councils, conferences, visitation teams, task forces or other organizations relevant to diploma programs, degree programs, and developmental studies programs.

Position Title

Dean of Student Personnel and Program Resources

General Nature of Responsibilities

This is a professional staff position. The employee is directly responsible to the Vice President for Educational Services and has executive professional responsibilities directly related to specific functional areas of the institution operations as well as administrative responsibility over State level supportive services related to those functional areas.

Internal Departmental responsibilities include executive assisting and staff advisory functions and administrative and management functions within his supportive services area. Due to the nature of problems arising in Student Personnel and Resources Program Services, close working relationships must be maintained with the Dean of Fiscal Affairs.

External institutional and other agency responsibilities of the employee are executive, communicative, consultative, coordinative, staff assisting, and advisory in nature. The effective and judicious exercise of professional leadership is the highest test of competency for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance and by the in-service training provided for related institutional personnel. Nevertheless, additional executive authority will be delegated to this Dean as the need is determined in consultation with the Vice Presidents and President.

Specific Duties

The following items are illustrative of the duties of the Dean of Student Personnel and Program Resources:

This Dean is directly responsible to the Vice President for Educational Services and has responsibility for Departmental leadership and oversight and for adminstrative, advisory, and training services to institutions of the Community College System and to related State, Federal, and other relevant agencies and institutions in all matters related to student personnel and program resources such as:

A. Student Personnel matters including recruitment, admissions, registration, counseling, student aid, job placement, and follow-up after the student leaves the institution to enter employment or to take further education or training in order to compile evaluations of his training as observed by his employer or other appropriate observers.

B. Student welfare matters including conveniency services, student organizations, lyceums, social functions, etc.

C. Library development and management and all types of learning materials and resources administered through the library or learning resources centers.

D. The evaluation of institutions and of particular programs and the conduct of special investigations concerning accreditation or problems relating to student welfare.

E. The production, selection, procurement, and use of graphic and artistic instructional materials and other audio-visual resources supportive of instruction and training.

Activities also include the following types of service:

1. Maintaining close consultative relationships with deans of student personnel, directors of learning resources centers, and chief librarians at all institutions of the Community College System.

2. Advises, consults, and makes recommendations concerning all matters related to the above areas of responsibility including problems of organization, operating methods and techniques, selection procedures for materials and equipment, space layout, etc.

3. Assists in representing the Department at meetings, conferences, workshops, and seminars which have bearing upon student personnel, learning resources and libraries, and institutional evaluations for accreditation or for other purposes.

4. Coordinates and participates in institutional visitation teams or task forces assisting institutional self-studies, investigations, or evaluations.

5. Assists in planning and organizing inter-institutional conferences, workshops, and seminars and in-service training programs for personnel functioning in the areas of student personnel, library and learning resources, and in the area of program and institution evaluation.

6. Assists in developing and field-testing more effective approaches, methods, and techniques for the evaluation of program effectiveness and institution standards.

7. Maintains close contact and consultation with professionals in senior colleges and universities, in North Carolina public schools, and in the social welfare agencies concerning joint or cooperative responsibilities or relations with respect to student counseling and other aspects of student welfare.

8. Assists in development of policy proposals and administrative directives relating to student personnel, library and learning resources, and the evaluation of programs and institutions.

9. Advises deans of student personnel, deans of learning resources centers, librarians, and other appropriate institution personnel concerning pertinent laws, standards, regulations, and policies that have been adopted and concerning any interpretations which have been issued by higher authority that relate to student personnel matters, library and learning resources, or to program or institution evaluation.

10. Coordinates with librarians of senior colleges and universities that provide instructional services under contract to students registered at institutions of the Community College System in order to assure the effective availability and use of library and other learning resources appropriate to the instructional courses under contract.

11. Provides leadership and consultative services in the development of effective services in the areas of student personnel, library and learning resources, and in program and institution evaluation.

12. Maintains continuing contacts with representatives of accrediting organizations and with appropriate State and Federal agencies having authority in the areas of student personnel, student aid, libraries and learning resources, and the administration of qualifying examinations for the admission of individuals to occupations by licensure or otherwise. These continuing contacts are necessary in order to encourage institutions to provide training or education which bring students to the standards needed to qualify for admission.

13. Initiates and supervises development of original instructional materials for curricular courses and short courses where adequate materials are not available on the market including supplemental graphics, art work, slides, etc., where materials available commercially need to be supplemented in the interest of motivation or updating.

Position Title

Dean of Continuing Education Programs

General Nature of Responsibilities

This is a professional staff position. The employee is directly responsible to the Vice President for Educational Services and has executive professional responsibilities directly related to specific functional areas of the institution operations as well as administrative responsibility over State level supportive services related to those functional areas.

Internal Departmental responsibilities include executive assisting and staff advisory functions and also administrative and management functions within his supportive services area. Due to the nature of the service programs assigned to this Dean, very close working relationships on budgetary matters must be maintained on a day to day basis with the Dean of Business Affairs whose responsibilities include oversight of all budgetary matters.

External institutional and other agency responsibilities of the employee are executive, communicative, promotional, consultative, coordinative, staff assisting, and advisory in nature. The effective and judicious exercise of professional leadership is the highest test of competency for the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and by the in-service training provided for related institutional personnel. Nevertheless, due to the nature of the programs within the scope of this Dean's responsibilities and also due to the detailed and explicit regulatory requirements set forth

by Federal authorities with regard to Federally funded programs, this Dean will have additional external executive authority as needed to carry out his responsibilities.

Specific Duties

The following items are illustrative of the duties of the Dean of Continuing Education Programs.

This Dean is directly responsible to the Vice President for Educational Services and has responsibility for Departmental leadership and for administrative, consultative, advisory, and training services to institutions of the Community College System and responsibility for some of these services to related State, Federal, and other relevant officials, agencies, and institutions in all matters related to:

A. Industrial Services among which services are included training programs for new and expanding industry and such other services as shall be approved by higher authority.

B. General Adult Education.

C. Manpower Development Training Programs.

D. Adult Basic Education, High School Equivalency Program, and General Educational Development Program.

E. Community Service Programs.

F. Specialty Training Programs.

G. Learning Laboratories.

Activities also include the following illustrative types of service:

1. Maintaining close consultative relationships with deans of continuing education and other appropriate institutional officials whose functions in institutions parallel or are related to the functional areas over which this employee is assigned State-level responsibilities.

2. Advises, consults and makes recommendations routinely or on request concerning all matters related to the above areas of responsibility including, among others, problems of organization; operating methods, techniques, and procedures; selection procedures for staffing, equipping, and otherwise facilitating training programs.

3. Represents or assists in representing the Department at meetings, conferences, workshops, and seminars which have bearing upon any of the functions listed in A, B, C, D, E, F, and G above.

4. Provides leadership, in-service training programs, and promotional activity for the development and improvement of services and programs related to his functional areas.

5. Assists in developing and field-testing innovative approaches, methods, and techniques of instruction and training and of evaluating program effectiveness.

6. Advises institutional deans of continuing education and other appropriate personnel concerning pertinent laws, standards, regulations, and policies that have been adopted and concerning any interpretations which have been issued by higher authority that relate to any programs in the functional areas of his assignment.

7. Keeps abreast of needs for services and programs of the types related to his functional areas and continually seeks new and better ways to determine those needs.

8. Assists appropriate institutional officials and their associates in the specific planning of continuing education programs.

9. Advises and assists the Vice Presidents and President in maintaining needed or desirable contacts and relationships with agencies, organizations, and groups outside the Community College System when such groups have allied or supportive interests in the type of work or programs carried on by the Department or institutions within the functional areas assigned to this employee.

10. Assists in developing policy proposals and administrative memoranda.

11. Assists in developing cooperative contractual agreements for education and training programs participated in by other agencies and organizations.

12. Maintains effective working relationships with public school superintendents, especially the county school superintendents, with local and regional development organizations, local officials, and with business leaders.

13. Consults and advises with institutional deans and other appropriate officials concerning standards of faculty training, teaching standards, staffing needs, performance evaluation, and other factors affecting the quality of education and training provided within the functional areas of his assignment.

14. Gives administration, guidance, and supervision to the State-level staff serving in his functional areas and provides opportunities for recognition of their abilities and achievement and for their continuing professional and occupational growth.

15. Work closely with the Director of Specialty Programs to provide coordination guidance and supervision of the area consultants to the extent necessary to insure the effectiveness of their services to the various institutions in their service areas.

Position Title

Vice President for Administrative Services

General Nature of Responsibilities

This is a professional executive officer position. The employee is directly responsible to the State Vice President for Department Services and has professional executive responsibilities directly related to the functional responsibilities of vice presidents for administrative services and business officers in institutions of the North Carolina Community College System. He has responsibility for planning functions, public relations, reporting, and statistical information.

Internal Departmental responsibilities include executive oversight, direction, review, evaluation, and recommendations to higher authority with respect to all functions, programs, activities, and services administered by or through the Dean of Business Affairs, the Dean of Planning and Coordination, and the Dean of Information and Publications. The Vice President for Administrative Services also defines the scope of the functions administered by each of these deans and coordinates their funcional assignments, activities, and duties consistent with State law, policies, rules and regulations.

External institutional and other agency responsibility of the employee are consultative, coordinative, communicative, advisory, executive assisting, and executive directing.

The effective and wise exercise of professional leadership is the highest test of competency of the individual in this position inasmuch as his influence upon institutional personnel is chiefly exercised by his being found of good counsel and able assistance and by the in-service training he provides for related institutional personnel. The accuracy and quality of research reports, statistics, and other information compiled or created under the purview of the Vice President for Administrative Services are also strong evidence of the degree of competency of this official.

Position Title

Dean of Planning and Coordination

General Nature of Responsibilities

This is a professional staff position. The employee is directly responsible to the Vice President for Administrative Services and has executive professional responsibility directly related to specific functional areas of the institution operations as well as administrative responsibility over State level supportive services related to those functional areas.

Internal Departmental responsibilities include executive assisting and staff advisory functions and also administrative and management functions within his supportive services area. The nature of supportive services programs assigned to this Dean requires very close working relationships with Deans of Business Affairs, Degree and Diploma Programs, and Student Personnel and Program Resources.

External institutional and other agency responsibilities of the employee are executive, communicative, consultative, coordinative, staff assisting, and advisory in nature.

The effective and judicious exercise of professional leadership is very important for the individual in this position. His influence upon institutional personnel is chiefly exercised by his ability to provide good counsel and able assistance and by the inservice training provided for related institutional personnel. Nevertheless, additional executive authority will be delegated as the need is determined in consultation with the Vice Presidents

and the President. This is of special concern in the interest of assuring the adequacy and accuracy of statistical reporting by the institutions and the effective administration of research contracts and projects.

Specific Duties

The following items are illustrative of the duties of the Dean of Planning and Coordination.

This Dean is directly responsible to the Vice President for Administrative Services and has responsibility for Departmental leadership and oversight and for consultative and advisory services to institutions of the Community College System and to related State, Federal, and other relevant agencies and institutions in all matters related to the planning and coordination of:

A. Management information.
B. Research and planning programs and activities.
C. Production, publication, and distribution of official policy documents and standing administrative memoranda issued by the Department and any pertinent policy statements, regulatory documents or manuals issued by related State or Federal agencies affecting management and administration of the Department or the institutions of the Community College System.
D. Planning, preparation, publication and distribution of the Annual Report.
E. Preparation, revisions, publication and distribution of procedures and forms.
F. Record systems, records management, and records security in coordination with the Department of Archives and History.

Activities also include the following types of service:

1. Preparation of management information, planning information, and research reports and the dissemination of the same after their review and approval by the President or by the Vice President for the President.

2. Maintaining close consultative relationships with institutional planning officers, deans of administration, registrars and other appropriate officials of institutions.

3. Assists and provides leadership in the planning, conduct, and evaluation of community and institutional research and planning projects and activities at the local level.

4. Has responsibility for development, implementation, leadership, oversight, and coordination of research and planning at the Departmental level.

5. Coordinates planning and organizing inter-institutional conferences, workshops and seminars, and other in-service training programs for institutional personnel.

6. Assists institutions in records management problems, development and implementation of record systems improvements and maintenance of records systems, and records retirement in accordance with procedures established by the Department of Archives and History.

7. Consults with other agencies, institutions, and organizations involved in State, Federal, or local planning activities affecting the Department of Community Colleges or any of the institutions of the Community College System.

8. Assists in the development of policy proposals and administrative directives relating to management information, data processing, planning, record systems and Departmental procedures.

9. Coordinates the production, revision, and distribution of manuals and other documents concerning policy, regulations, and procedures required by the Department and the institutions.

10. Supervises preparation and distribution of the Annual Report and maintains on a continuing basis the basic tables of pertinent historical data relating to the Department and the institutions.

11. Advises institutions in the preparation of the institutional annual report, and other management information, planning and research reports.

12. Assists the Vice President for Administrative Services in representing the Department on appropriate committees, councils, conferences, visitation teams, task forces or other organizations relevant to management information, planning, records systems, and other matters pertinent to the functional areas over which he has oversight.

13. Assists in the review of institutional capital improvement plans pertaining to instructional and administrative facilities and makes recommendations with respect to the same.